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ABSTRACT

This proposed magnet school program for individualized learning is intended to promote desegregation and provide improved educational opportunities for students from diverse ethnic/racial backgrounds in Cleveland. A detailed description of the program's curriculum covers subject content, learning objectives, instructional strategies, anticipated staff duties and requirements, staff development plans, learner characteristics, class schedules, and pupil assessment procedures. Support services that will be offered and the potential role of parents and advisory committees in the program are also described. A schedule of program implementation and a bibliography are included. (EB)

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Proposed Plan For Magnet Schools

Cleveland Public Schools

Section II
Center for Individualized Learning

Submitted to

Federal Judge Frank J. Battisti

June 29, 1979

By the

Department of Desegregation Implementation

Margaret Fleming,
Deputy Superintendent

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Cleveland Board of Education

Cleveland, Ohio 44114

UDO 19893

PROPOSED PLAN FOR MAGNET SCHOOLS

CLEVELAND PUBLIC SCHOOLS

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OCT 2 3 1979

CENTER
FOR INDIVIDUALIZED LEARNING

Cleveland Public Schools

Cleveland, Ohio 44114

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I. INTRODUCTION

DESCRIPTION OF SITE

Case Elementary School at East 40th Street and Superior Avenue is an ideal choice for housing the Center for Individualized Learning. The plant and its location will appeal to a representative section of Cleveland's population.

The three-story building is designed with classrooms around a rectangular open area that houses a two-story media center, an open office complex, and a vivarium that is visible from the main entrance. There are sliding glass doors from each classroom that open onto this area. The media area is visible from a gallery that surrounds the top two floors. These factors give the openness that is conducive to individual learning situations. On the upper floors every two rooms are connected by a stairway area in which a lavatory is located. Each first floor room includes a lavatory and opens directly into the media center, office area, and the vivarium. A high beamed ceiling with skylights affords natural light which also contributes to the airy, open environment.

The school is located in a combination residential and commercial area. The side streets are quiet and well maintained. The main thoroughfares provide city bus service and easy access to major arteries such as I-90 and the Innerbelt. There is ample parking space and a sizable enclosed play area.

The "open" architectural structure, the accessibility of the building, the proximity to the downtown area, and the safety noted in the outside plan will interest persons from all areas of the city. The thruways and other main arteries will minimize the time needed in transport. These reasons, in conjunction with the individualized program to be provided, will serve as a magnet which will interest parents and attract children from diverse racial/ethnic backgrounds.

UNIQUENESS OF EDUCATIONAL PROGRAM

The Center for Individualized Learning, Cleveland Public Schools, has been designed to meet the challenge of a diverse social, economic, and cultural society. The program is planned to ensure that every participant experiences measures of success at each level of instruction. Furthermore, the program is focused toward the development of pupils' involvement in--and accountability for--their own learning. For example, youngsters will have access to the results of frequent pre and post tests as they are administered. Multiple opportunities for self-pacing will be derived through instructional self-directed and/or self-correcting activities. When appropriate, selected children will plan and sequence their own weekly schedules.

Such a magnet school concept should attract children from a variety of races, backgrounds, experiences, and capabilities. To meet the uniqueness of each individual learner, the program will offer varying combinations of the following:

- Diagnostic testing to identify how each individual is likely to achieve through the Learning Styles Inventory (Dunn, Dunn & Price, 1978) and the Learning Style Questionnaire (Dunn & Dunn, 1975, pp. 95-111) See Attachment A for copies of these instruments.)

- Individualized prescriptions based on instructional needs;
- Flexible, fluid scheduling for those who require options;
- Structured, supervised scheduling for those who require clearly defined limitations;
- Multi-sensory materials;
- Pupil-teacher conference time;
- Reporting system responsible to individual pupil progress levels;
- Environmental designs responsive to individualized learning style characteristics;
- Recruiter-counselor as a resource person;
- Educational aides to supplement and reinforce instruction and assist in producing and using materials; and
- Team planning and/or teaching to facilitate matching student learning styles with teachers' teaching styles.

The ever present individuality of students presents a challenge for those who wish to implement educational goals based on how each youngster is able to achieve. That is precisely the mission of this magnet school.

It has been determined that, based on Individual Learning Styles characteristics, students may learn efficiently through (1) programmed learning sequence, (2) contract activity packages, (3) multi-sensory instructional packages, (4) a variety of auditory resources such as tapes, cassettes, radios, lectures, (5) a variety of visual resources such as books, magazines, films, filmstrips, or (6) a variety of tactual and/or kinesthetic resources such as learning circles, learning strips, task cards, electro boards, puzzles, and body games.

The program designed for this individualized learning center will include each of the following:

- Training faculty or staff to identify each youngster's learning style and achievement levels in basic required curriculum;
- Designing prescriptions (program learning sequences, contract activity packages, instructional programs, visual, auditory, or tactual, kinesthetic resources);
- Developing the resources indicated necessary to the prescription;
- Developing independent skills among youngsters so that they are able to move at their own rate as efficiently as possible;
- Developing evaluation skills among teachers so that they may determine objectively how well the emerging program is beind conducted;
- Developing evaluation skills among supervisors and administrators so that, they too, ca participate actively in the designing, implementation and evaluation of the Center for Individualized Learning;
- Involving parents directly in the developing program, its concepts, its process stages, and the ways in which their children are being taught and evaluated; and
- Utilizing supplementary staff such as psychologists, nurses, and aides to provide a support system for the developing or emerging program.

DOCUMENTATION OF NEED

Increasing attention is being focused on the many functional illiterates who are awarded high school diplomas and then are pushed out into the job market--only to be condemned to unemployment, marginal employment, or welfare. Public concern increasingly has moved from voter unhappiness at school board meetings to taxpayer suits charging educational malpractice. More recently, an anti-education attitude has

been voiced by legislators submitting bills which reduce funds for education while strengthening accountability laws that would link better school performance to fiscal support. In a series of court actions, primary focus has been on an individual's right to expect results from education and on a demand for accountability from educational personnel. (Dunn, et. al., 1977)

Teaching children in the 1980's should be very different from the approaches used in yesterday's classrooms. We are attempting to educate more children with many diversified levels of intelligence who have numerous cultural backgrounds. These students have had varied emotional and psychological experiences ranging from overindulgence to child abuse. These disparate youngsters have been exposed to highly stimulating technology and an exciting world in which survival is uppermost in the minds of many of their contemporaries. To bring them into one confining environment and to group them in any manner at all that makes educational sense is virtually an impossibility--unless we examine each of these complex individuals and identify exactly how he or she is likely to learn most effectively.

During the past decade, a focus on individual differences has produced data on the existence of, and, systems of identifying individual differences in learning styles, particularly cognitive style. Of significance to educators are research findings (Ramirez, Herold and Costeneda, 1975) which argue that one's cognitive style relates not only to modes of conceptualizing but to differences in human relations communication and motivation which influence learning style. Contrasts between the two broad cognitive styles, field

independence and field dependence have significance for educators. (Halverson, 1979).

Field Dependent	Field Independent
Perceives effect of the whole	Analyzes parts of the whole or rearranges parts to make a whole
Concerned with social environment	Task centered
Sensitive to support or doubt from others	More independent of external judgment
Personal client-therapist relationship preferred	Formal client-therapist relationship preferred
Works cooperatively with others; likes to assist	Prefers to work independently and for individual recognition
Verbal proficiency	Skilled in spatial areas such as math and science concepts

The challenge to provide for a variety of learning styles is not impossible. It is not even difficult--and it is exactly what the courts and the legislatures increasingly are demanding. For example, at the federal level, Public Law 94-142 requires diagnosis, the development of related prescriptions (contracts, programmed learning, instructional packages, assignments), individualized instruction and a tightly monitored process which includes parental involvement for all handicapped children. An effort is also under way on the federal level to incorporate the gifted and talented into the "handicapped" category to ensure improved instruction for those youngsters as well.

In accordance with several state and federal laws, then, teachers will need to begin to diagnose each of their students. Exactly what can be used to diagnose students? Achievement scores reveal only

where the child is academically. I.Q. tests merely suggest a child's potential, not why he/she has not progressed further or more quickly. Personality Instruments may serve to explain the youngster's behavior, but provide little insight into how to help him/her to achieve. There is a way for teachers to "diagnose" properly so that they gain valuable insights into how to help each child learn more effectively. This action is accomplished through a diagnosis of each student's learning style.

Dunn and Dunn have provided a learning style questionnaire that is geared to the child. Their research data (Dunn and Dunn, 1975) yield at least eighteen (18) categories that, when classified, suggest that learners are affected by their: (a) immediate environment (sound, heat, light and design); (b) own emotionality (motivation, responsibility, persistance and need for either structure or flexibility); (c) sociological needs (self, pair, peer(s), teams, adult or varied); and (d) physical needs (perceptual, time of day, intake and mobility.

Other studies have examined the feasibility and results of learner involvement and commitment to individualized programs utilizing their learning styles. Domino (1970) and Farr (1971) have demonstrated that (1) students can identify their own learning styles; (2) that students score higher on tests, fact knowledge, attitude, and efficiency than do those taught in a manner dissonant with their style when exposed to a teaching style consonant with the ways they believe they learn; and (3) it is advantageous to teach and test students in their preferred modalities.

During the many years in which professionals have tried to develop instruments that would provide teachers with relevant information concerning how individuals learn, there has been experimentation with different types of resources, in an attempt to discover whether any relationship existed between specific learning styles and materials that might complement them. Although much work remains to be done, there is evidence that youngsters with certain learning style characteristics do tend to respond to specific methods.

Other ancillary advantages of open classrooms have been identified in various studies. These include:

- Increased self-concept and positive attitudes toward school to further enhance learning in this setting
- An environment more consistent with the development of creativity in children than a traditional one
- Comparable and better student achievement when compared with peers in the traditional programs on standardized tests of achievement and affective measures

The less-structured design of the open classroom results in desired changes in student behavior according to Weinstein (1977). Time-series analysis made by this author indicates that these changes are statistically significant. These findings provide impetus for the development of this center.

CONTRIBUTIONS OF RESOURCE PERSONS

In order to obtain a broader understanding of individualized education, the staff of the Center for Individualized Learning consulted various educators knowledgeable in innovative techniques.

Reactions received from Dr. Rita Dunn have been included in the introduction and the documentation of need segments of this document. In addition a copy of her taped comments, as well as a copy of the tape recording itself, are being submitted. (See Attachment B.)

The names of these resource persons (consultants), and the major topics discussed with the staff are:

Dr. Alexander Feldhevel
Professor of Education
John Carroll University

- A learning module developed to teach individualized instruction

Mr. Dennis Kowalski (3/8/79)
Principal, Randallwood School
Warrensville Heights

- Ideas and suggestions for a system in reading and math
- Handbooks for parents, students and aides
- Overview of open situation in existence for ten (10) years (upper elementary school with fifth and sixth grade enrollment only)
- Teaming
- Grouping of children
- Information about lunch program involving activities and special interest

Dr. Lauree Gerrity (3/14/79)
Principal, Belvoir School
Cleveland Heights-University Heights

- "Overplanning" as a necessity for September
- Suggestion of Dr. Joseph Rogus from Cleveland State University as consultant for pre-service
- Staffing
- Released time for teaming

- Testing program
- Need for highly flexible groups

Mrs. Belva Singer (3/20/79)
Executive Director of Elementary Education
Cleveland Heights-University Heights

- List of various possibilities for magnet schools
- Learning styles
- Mastery of skills
- Curriculum

Penelope Buchanan (3/21/79 and 4/3/79)
Director of the Greater Cleveland Teacher Center

- Arrangement of room
- Integration of all subject areas
- Evaluation of program and materials
- Films on individualized education in both England and the United States
- Philosophy of humanistic education
- Reference materials on individualized education
- Manipulatives games and devices

Dr. Gerald Jorgenson (4/3/79)
Professor Education
John Carroll University

- Reading program using several basal textbooks plus programmed reading
- In-service for teachers (suggested that it be done by teachers presently engaged in individualization)
- Options
- Ways of starting to individualize
- Scheduling

Sister Rose Elizabeth (4/11/79)
Principal
Urban Community School

- Starting with some form of individualization early in year so that children know what format eventually will be implemented
- Background on Urban Community School
- Gaining support of community and parents
- Recruitment of volunteers
- Teacher government of most school policies
- Advice on purchase of learning kits

Sister Barbara (4/11/79)
Principal
Urban Community School

- Primary and junior high program at Urban Community School
- Moving into individualized education (problems encountered by parents, students and teachers)
- Utilization of volunteers
- Recruitment and orientation of children

Mrs. Mary Lou Conlin (4/23/79, 5/14/79 and 6/4/79)
Professor of Education
Cuyahoga Community College

- Behavioral objectives (should be known by students as well as teachers)
- Criteria - referenced assessment
- Varied media materials and systems for teaching skills
- Requiring mastery at application level rather than knowledge level
- Cognitive development
- Organization of movement of children in classrooms and hallways
- Need for space and oneness

- Record-keeping (concepts taught and mastered and media used to teach these concepts)
- Training of teachers (time to arrange materials, space, etc.)
- Emotional climate for teachers and children (one where expression of problems is acceptable)
- Acknowledging children's learning styles, using appropriate materials for teaching skills, which ultimately lead to reading
- Over-testing

Mr. Dick Davies (5/14/79)
Headmaster
Hawken Lower School

- Individualized math activities
- In-servicing teachers in same manner that they will instruct children

Mrs. Margaret McNeil (5/15/79 and 5/21/79)
Principal
Grant School
Lakewood, Ohio

- Teacher training
- Necessity of commitment to individualization on part of teachers and administrators
- Utilization of same kinds of materials as in all other schools
- Parent conferences (built-in time)
- Movement of children laterally to provide enrichment
- Resource center for directed activities only, not as a holding place for children

Dr. Rita Dunn (5/8/79)
Professor, Department of Curriculum and Teaching
Saint John's University, Jamacia, New York

- Overview of individualization
- Learning styles affected by environmental, emotional, sociological and physical factors

- Bibliography
- Designing of classroom by teacher and children to accommodate individual needs
- Rules and procedures for movement in classroom and school
- Role as consultant for pre-service

Dr. Gerald E. Martau (5/21/79 and 5/22/79)
Coordinator of Mathematics
Lakewood Public Schools

- Manipulatives, games and devices (no formal management system for these, only teacher observation of progress)
- Record-keeping and management techniques (stressed simplicity)
- Pretesting, diagnosis, and post testing
- Grouping (teaching not on one to one basis but in small groups, always remaining flexible)
- Resource books and kits
- Avoidance of over-emphasis on drill and testing

Mrs. Bobby Lee Williams (3/23/79)
Supervisor, Elementary Language Arts

- Possible pilot project in creative writing as part of our curriculum
- Reading not isolated from writing, listening, speaking, etc.
- Pattern and style of program and how curriculum fits in
- Quiet areas for children

Mrs. Carole Blount (3/26/79)
Supervisor, Elementary Mathematics

- Need for teachers to know curriculum of grades higher and lower for individualization
- Mastery of concepts before going to next level
- Pre-service materials

. Ideas in Toward a Dynamic Curriculum

. Metric kits

Mrs. Wilda Donegan
Supervisor, Division of Fine Arts

. Enrichment activities in music

. Application for grants to get funds to purchase equipment the Cleveland school system does not provide

. Possibility of teaming by orchestra and vocal music teachers for special music activities

Mrs. Judy Woodsed (3/30/79, 4/10/79 and 4/12/79)
Educable Mentally Retarded and Learning Disabilities Program

. Math skill card

. Program materials developed by her

. Management system

. Rules and procedures for individualization

Dr. Richard Dutro (5/21/79)
Coordinator of Language Arts
Lakewood Public Schools

. Curriculum

. Beginning procedures (important educational leaders meeting with groups; concentration on instruction not discipline)

Members of the Headquarters supervisory staff who conferred with the staff and gave input and suggestions are:

Mrs. Rita Schlatterbeck (3/23/79)
Directing Supervisor of Elementary Language Arts

. Emphasis on oral communication and grammar usage

. Learning styles

. Innovations in addition to basic program

. Non-graded primary concept of continuous progress extended to upper elementary

- Stages of development in language
- Integration of reading into all subject areas
- Diagnostic prescriptive teaching
- Reading programs in order to meet varied needs of perceptually and auditorily oriented children as well as gifted children
- Record-keeping (should be minimal to avoid bogging down teachers)
- Horizontal as well as vertical teaching
- Establishing a resource center and kinds of kits and equipment kept there
- Differentiated amount of time for each student according to needs
- Teaming among teachers and benefits derived from the communication that's involved
- Team planning meetings (much discussion of individual children and the development of the whole child)
- Reinforcing success
- Frequent parent contact
- Management of classroom

Mrs. Shirley Seaton (4/4/79)
Supervisor, Elementary Social Studies

- Cognitive styles mapping
- Social studies workshops for in-service training
- Materials for resource center

Mrs. Dorothy Banks (4/6/79)
Mrs. Betty Jo English
Speech Terapists, Reading Strategy Program

- Iowa Test of Psycho-linguistic Abilities
- Mann-Suiter Test and Handbook in Diagnostic Teaching
- Finding open modality, teaching to that and stimulating with closed channel

. Putting children at success level and challenging slightly

. Control of input (not too much or too little)

Mrs. Elnora Portteus (5/13/79)
Director of Education Media

. Audio visual equipment and materials

. Supplies provided by media service

. Possible consultant for pre-service/in-service

Mrs. Lois Freedman (4/29/79)
Media Specialist

. Materials to preview

. Suggestion to use cassettes, not records

Mrs. Patricia Kugleman (5/3/79)
Media Specialist

. Vertical and lateral teaching

. Developing creativity

Mrs. Pauline David (5/1/79 - 5/2/79)
Project Director, Compensatory Education Programs in Reading

. Materials and equipment in reading suitable for individualization

Mr. John Ryan (4/24/79 - 4/26/79)
Project Manager of PADS Program
Mrs. Charlotte Stevens
Project Teacher for PADS Program

. Human relations activities and materials (integrating these into school day)

Mrs. Mildred Stith (5/1/79 - 5/15/79)
Project Director, Math Skills Improvement Program

. Math materials for individualization

Mrs. Marian Karantanes (3/22/79)
Assistant Supervisor, Division of Research and Development

. Diagnostic - criterion and reference tests for math and reading

Mrs. Doris Webster (3/22/79)
Project Manager, Reading Strategies Program

- Individualizing testing
- Arrangements for speech therapist to meet with them
- Discussion of learning styles

Mrs. Norma Fleming (4/24/79)
Consultant for Language Arts Department

- Pre-service in reading for teachers

In addition to conferences, the following schools were visited to observe open education/individualized learning programs.

- Waterfront School
  Buffalo, New York
- Campus West
  Buffalo, New York
- Belvoir School
  Cleveland Heights, Ohio
- Randallwood School
  Warrensville Hts., Ohio
- Urban Community School
  Cleveland, Ohio
- Grant School
  Lakewood, Ohio

II. PROGRAM DESCRIPTION

STAFFING

The Center for Individualized Learning will be staffed by administrative personnel, recruiter counselors, teachers, a media specialist, a clerk, and education aides. Announcements of vacancies were posted for instructional staff. Distribution of announcements was made to all schools, supplementary facilities, all administration building departments, and the representing teachers' organization. Applicants were screened and selected by the Division of Personnel and the principal/planner of the Center for Individualized Learning. In the process of selection, a primary consideration was given to establishing a racially balanced staff.

All instructional personnel have been duly certified by the State of Ohio to teach in the elementary schools. Final selection for all positions was based on these qualities of the applicant:

- Demonstrated performance working as a member of a team
- Willingness to devote the time necessary to meet the objectives of the school
- Commitment to the philosophy of the school
- Willingness to participate extensively in preservice/inservice education

Additional consideration has been given to teachers who had familiarity with all--or some--of the following:

- Peer tutoring
- Diagnostic/prescriptive teaching
- Learning centers

- Flexible scheduling
- Multi-age grouping

The role of the instructional staff will be to:

- Diagnose, prescribe, design and implement appropriate instructional programs to meet the needs and complement the learning style characteristics of individual pupils
- Contribute to cooperative planning
- Design and maintain a functional learning environment
- Communicate about the learning process and progress of pupils to parents

The role of the paraprofessional (educational aides) will be to:

- Work with small groups of children or on an individualized basis, using teacher-selected materials
- Assist with research, organization, and construction of educational materials
- Assist with teachers' record-keeping responsibilities

STAFF DEVELOPMENT

Prior to June 30, the complete staff will have been involved in several Human Relations workshops. These workshops will have been conducted by the Staff Development Team of the Department of Desegregation Implementation of the Cleveland Board of Education and KEDS Desegregation Assistance Center for Kent State University.

Areas that have been included in the workshops are:

- Definition of concepts
- Commitment to the program
- Techniques for cooperative and shared working arrangements

- Basic human relations in an ethnically diverse setting
- Communication and explanation of the complexities of an ethnically diverse school to facilitate parental understanding and support
- The recognition and reduction of anxieties of youngsters, parents, and teachers involved in a new experience

The staff will participate in an intensive pre-service program during the summer. The services of experts (consultants) will be utilized. These consultants are:

- Dr. Rita Dunn, Professor
  Department of Curriculum and Teaching
  School of Education
  St. John's University
  Jamaica, New York
- Sister Barbara, Principal
  Urban Community School (an Individualized School)
  Cleveland, Ohio
- Mrs. Norma Fleming, Language Arts Consultant
  Cleveland Public Schools
- Dr. Joseph Rogus, Professor
  Cleveland State University
  Cleveland, Ohio
- Kent State Center for Education Development (KEDS) and Strategic Services
  Follow-up, Human Relations Activities
- Mr. Richard Davies, Principal
  Hawken School
  Lyndhurst, Ohio
- Mrs. Carol Blount, Mathematics Supervisor
  Cleveland Public Schools

Topics and areas to be covered in the workshop will include--but will not be limited--to the following:

- Presenting an overview of the school
- Designing an individualized program

- Planning and creating varied instructional centers
- Establishing instructional teams
- Analyzing children's records to develop individualized prescriptions
- Developing approaches and strategies for use in Language Arts, Mathematics, and other subject areas
- Developing a unique approach to the special subject areas
- Visiting an individualized school
- Selecting materials, equipment, and supplies
- Engaging in follow-up human relations activities
- Designing classrooms
- Redesigning the lunch program
- Handling stress situations successfully

During the afternoons of the week of August 20 - 24, parents will be encouraged to bring their children to visit the school, meet the staff, and resolve any questions or concerns they may have.

To become more knowledgeable about individualized learning in general and to facilitate planning for this magnet school in particular, the program planners have researched current educational literature and compiled a summary of readings they deem most beneficial. These readings--concerned with curriculum, research studies, methods and theory, and supportive services--will be made available to all staff to increase their understanding of individualized learning/open education. Discussion of these readings will be an integral part of the inservice program, monthly faculty meetings, and informal teacher sessions. (See Attachment C.)

CURRICULUM

Learning evolves in a unique and often sequential manner. Children as well as adults learn best in an atmosphere that is tailored to meet their individual learning styles. As cited by (Dunn and Dunn, 1975), "Individualization is the recognition that for each student whether child or adult, learning is a pervasive, developmental process that varies, often completely

Acceptance of the personal variations in learning styles, interests, and ability levels establishes a mandate for establishing a school that will diagnose, prescribe, and instruct to meet these differences.

When identifying learning styles, developing complementary materials, and using strategies to enhance these individual learning styles, the school capitalizes on students' strengths, reduces their weaknesses, and thus promotes a success-oriented learning environment.

The Center for Individualized Learning of the Cleveland Public Schools adopts as its basic premise, a statement cited in Cambrell and Wilson (1973): "Everyday, in every lesson, the child should be permitted to demonstrate his strengths through success situations--to his peers, to his teachers and to himself."

The various subject matter areas that will be taught in the Center for Individualized Learning are:

. English Language Arts

Reading--Developmental Skill, Literature

Language--Grammar, Creative Writing

Spelling and Handwriting

- Mathematics
  - Concept development
  - Computation skills
  - Application
- Social Studies
  - Geography
  - History
  - Economics
- Science
  - Life Science
  - Earth Science
  - Physical Science
- Health
  - Emotional
  - Physical
  - Social
- Physical Education
  - Body Awareness
  - Body Performance
  - Sociological Behavior
  - Psychological Self-Development and Self-Understanding
- Music
  - Music Notation
  - Musical Performance
  - Musical Creativity

Visual Arts

Art Appreciation

Making Art Objects--Composition, Materials, Tools and Processes, Development of Creative Statement in Art

The goals for various subject matter areas are found in Toward Dynamic Curriculum, the school system's master curriculum overview for grades Kindergarten through 12. The goals for each subject area follow.

English Language Arts

--To give students a sense of security and such competence as they are able to achieve in the use of the English language, including the ability to use their voices effectively, to express their thoughts clearly and effectively in sentences and paragraphs, and to convey exact meanings through discrimination in the choice of words.

--To develop competence in those reading skills necessary to meet the demands of school, job, and citizenship, as well as those necessary for personal enjoyment and enlightenment.

--To teach students to listen and view attentively and critically

--To help students evolve standards of appreciation that will lead them to choose from books, periodicals, television, radio, film, and stage those works of the past and the present that are most meaningful in helping them to come to terms with their world

--To give students practice in critical thinking, gathering and examining factual data, evaluating accurately, and organizing ideas for clear presentation to others

--To provide students with opportunity for creativity on the level of their individual capacities

(See Attachment D for chart which explains skill objectives in Reading.)

Mathematics

--Students will attain optimal levels of competency in understanding the concepts, structure, logic, and systematic abstraction of mathematics as well as the application of mathematical concepts

--The students will also develop optimal levels of competency in original and creative thinking and relating this thinking to the real world

(See Attachment E for chart which explains objectives in Mathematics.)

Social Studies

--Pupils will be involved in investigating the interrelationships of man, society, and environment, with the expressed purpose of improving these interrelationships.

Science

--The students will become scientifically literate and personally concerned individuals with high competence for rational thought and action

Health and Family Life

--Health and Family Life Education should foster in each student a sense of worth and awareness of self. Students should have a basic knowledge and understanding of the many factors, both positive and negative, which affect their total well-being and changing roles in the family and society. Proper attitudes, wholesome values, and the ability to

use health knowledge should motivate them to make favorable decisions with regard to their future.

Physical Education

--Through sequential motor learning experiences, each student will attain an understanding, appreciation, and ability to demonstrate those mental, emotional, social, and physical skills necessary for the physical educated individual to function effectively in daily living

Music

--The student will attain optimal levels of competency in basic musical skills and in aesthetic and creative sensitivity to music

Visual Arts

--Visual art education should prepare students to understand and appreciate an artistic, perceptive, and aesthetic attitude or response towards the visual world

--Visual art education should prepare students:

- To express themselves creatively and aesthetically in visual art media and processes
- Utilization of student interests to increase motivation toward learning
- Teacher with children and children with children discussions to increase retention of material being learned
- Homework as an extension of the child's individualized program

LEARNER CHARACTERISTICS

Children suited to the instructional environment of the Center for Individualized Learning may have varied characteristics and/or traits. Students who apply may be ones who have not achieved or adjusted in the more traditional setting, as well as those who have met with success, but are seeking an alternative to their present instructional setting. Meeting the educational needs of all the children within a class is not an impossible task. The goal is best met, however, in an individualized program. The program, by design, allows for the varied differences among children, whether those differences are in learning styles, mental abilities, emotional experiences, or psychological variances.

Individualization should be considered as an effort to meet the needs of all children by appropriately matching how each one learns with complementary methods, resources and programs.

Class Schedule

Within the individualized classroom, time is utilized in a different manner. Scheduling of class time is more flexible than in the traditional setting. Larger blocks of time allow children to pursue interests in greater depth. (See page 26).

Instruction is usually conducted in small groups. The groupings are based on shared or common educational needs, with the most effective clustering arrangements being flexible in design. The groupings A, B, C, and D--as demonstrated on the following class schedule--reveal groups based on educational needs. In the physical setting for flexible groupings, provisions are made for areas of

listening, quiet, large and small group instruction, discovery corners, and varied instructional areas such as Learning Stations, Interest Centers, Magic Carpet Areas, etc.

Pupil Assessment Procedures

At the Center for Individualized Learning the educational philosophy stresses the development and progress of each student based upon his own potential; consequently tranditional letter grades would not be satisfactory. Another means of assessment of pupil progress is necessary. Therefore, a Pupil Progress Report was devised. The form (See Attachment F) emphasizes the academic achievement as well as the social and emotional characteristics of the child and attempts no comparisons between the pupil and others in his class. The report will represent the accomplishments and achievements of each pupil. Instruments used to identify the child's learning style will be the Learning Style Questionnaire devised by Dunn and Dunn (1977) for grades one and two and the Learning Style Inventory for grades three through five, developed by Dunn and Dunn (1977) and computerized by the University of Kansas. (See Attachment A for both documents.)

Individual diagnosis in reading will be achieved through use of the MacMillan Series R pre-assessment tests for grade one through three, the Cleveland Public Schools' Diagnostic Test for grades four and five. Reading achievement will be evaluated by using the MacMillan Series R Reading Achievement Tests for grades one through three and the Comprehensive Test of Basic Skills for Grades three through five.

Supportive Services

Supportive services will be provided by the following personnel:

. Recruiter-Counselor

-- Provides supportive services to students and parents

-- Helps to implement the individualized learning program

-- Improves, maintains, and enriches the learning climate in the schools by being available as a resource person

-- Maintains a multi-cultural enrollment of 500 students

. Speech Therapist

-- Reports findings of speech, hearing, voice, and auditory discrimination tests

-- Makes referrals to speech therapy and hearing services in the school system

. Nurse

-- Maintains health center in the school

-- Administers emergency health care

-- Makes health checks periodically

-- Compiles health records

-- Consults with staff and parents regarding health care practices

. Psychologist

-- Administers and interprets psychological tests

-- Provides recommendations for tested students

-- Consults with staff and parents

In addition to the above services, the Center will receive assistance from:

-- The Center for Human Services

-- Family Health Association

-- Department of Education, Cleveland State University

-- Dr. Rita Dunn, Professor, St. John's University, New York (Consultant)

-- Other agencies, as appropriate

Extra-curricular activities will be scheduled during the school day. These activities will depend upon the interests of students, talents of teachers and aides, and the availability of volunteers. Some suggested activities are:

- Choral reading
- Chess and Checker Club
- Craft Club
- Creative Writing
- Drama
- Mechanical Creations
- Building Club
- Sports-oriented group
- Animal Care Club
- Painting (how to)
- Clothes designing (how to)
- Gourmet cooking
- Meet the Professionals

Parental Involvement

Each parent of a pupil enrolled in the Center for Individualized Learning will sign a parent commitment contract (See Attachment G) agreeing to support and encourage the school learning process by:

- Attending all scheduled conferences mutually agreed upon (minimum of two per year)

- Ensuring that the child is properly attired
- Ensuring that the child attends school regularly when in good health and meets the bus on time each day
- Providing supplies and materials required for classwork
- Being financially responsible for books or other school property which may be misused by the child
- Contributing time and talents--as much as possible--to enrich the experiences of all children in the school
- Supporting the school administration in the enforcement of all school regulations established to insure safety and order in the classroom, lunchroom, hallways, and buses

Parents can also become involved in their children's education by:

- Helping their children develop their talents and special interests
- Becoming aware of their children's particular learning styles and, with help, learning to provide for those styles at home
- Becoming familiar, through workshops given by teachers, with the curriculum materials and techniques being used with their children
- Being learners themselves, approaching new concepts or skills with enthusiasm and showing children, through example, that learning is a continuous process, not just confined to "school" years and inside school walls
- Providing cultural experiences for their children such as taking them to the library, museums, concerts, or the zoo
- Encouraging communication by talking with--and reading to--their children
- Insisting children follow directions at home
- Encouraging good work and study habits by providing an undisturbed time in an appropriate study area at home
- Helping children be certain that they understand their homework and checking to see that it is all completed
- Being patient and understanding with children in their struggles to learn concepts and praising children's improvements, no matter how small

ADVISORY COMMITTEE INVOLVEMENT

An Elementary Magnet School Advisory Committee was formed from parent attendance at six informational meetings held for the purpose of explaining the proposed magnet schools. A representative from the Greater Cleveland Council of PTA was also included in this initial meeting. This committee was formed in order to include parents in the organization and implementation of the magnet school program.

The first meeting was held May 24, 1979 at 7:30 at the Cleveland Board of Education. Members were given copies of the Remedial Court Order of February 8, 1978 and the court order of May 15, 1979 regarding the magnet school concept. The committee was also informed of the progress of the existing Center for Fundamental Education as well as the proposed Center for Individualized Learning and Early Learning Laboratory. Also in each folder were:

- Brochures describing each magnet school (English and Spanish)
- A copy of the Department of Health, Education and Welfare, Office of Education's "Emergency School Aid: Magnet Schools, University/Business Cooperation and Neutral Site Planning" from Federal Register of August 15, 1978.
- A copy of the recommended Magnet School component for 1970-80, ESAA Proposal for each magnet school and staff training.

Following a discussion period it was decided to hold future meetings on Tuesdays at 7:30 p.m.

III. TIMELINE

Center for Individualized Learning

Critical Event	Beginning Date	Completion Date
Materials and equipment ordered	July 2, 1979	August 24, 1979
Center teachers and administrators pre-service course	July 2, 1979	July 20, 1979
Students and parents/guardians notified of enrollment	August 13, 1979	August 17, 1979
Parents/guardians sign and return enrollment agreements	August 20, 1979	August 24, 1979
Advisory Committee reviews progress and makes recommendations	May 24, 1979	Ongoing to June 30, 1979
Center teacher, administrator and aide pre-service course	August 20, 1979	August 24, 1979
Staff prepares classrooms for school opening	August 20, 1979	August 24, 1979
Students report and implementation of individualized instruction approach	September 5, 1979	Ongoing to June 13, 1980
Parent/guardian outreach activites	September 5, 1979	Ongoing to June 13, 1980
In-service training sessions scheduled and conducted	October 1, 1979	Ongoing to June 13, 1980
Parent/guardian open house	October 25, 1979	October 25, 1979
Interim performance report submitted	February 1, 1980	February 1, 1980
One-day site visitations planned and conducted for other school staffs	March 31, 1980	Ongoing to May 30, 1980
Standardized reading and mathematics tests administered to students	Spring, 1980 Depends on city wide test schedule	Spring, 1980 Depends on city wide test schedule

continued....

III. TIMELINE cont'd

Critical Event	Beginning Date	Completion Date
Final performance report submitted	September 29, 1980	September 29, 1980
Desemination of evaluation results to appropriate administrative, advisory and community groups	September 29, 1980	Ongoing

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